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ABSTRACT

The Centre was originally funded in 1980 for three years to undertake research on major issues and problems in rural education, to publish and disseminate results, and to act as a source of advice to government and private authorities as well as communities. Funding for the Centre has been extended through 1985, and its activities continue to be reported in a newsletter, "Rural Education Review." Research in progress continues to focus on issues related to distance education. Projects encompass analysis of the effectiveness of primary correspondence schools and schools of the air, determination of the extent of educational handicap for disabled children in rural areas, and development of learning strategies in isolated children. Commissioned by the Department of Immigration and Ethnic Affairs to evaluate the effectiveness of the Karratha Action Research Project, an adult migrant education effort focusing on English language skills, the Centre found the project successful but recommended extended financial support and substantive program changes. Studies undertaken by postgraduate students under the auspices of the Centre included pre-service education of rural school teachers, the work code of primary school children, and coping strategies of rural handicapped children. (MM)

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NATIONAL CENTRE FOR RESEARCH ON RURAL EDUCATION

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Report for 1983

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RC014906

THE UNIVERSITY OF WESTERN AUSTRALIA
NEDLANDS, WESTERN AUSTRALIA

1983

NCRRE 2

Preamble

The National Centre for Research on Rural Education was established in October 1980 by an agreement between the Minister for Education and the Vice-Chancellor of the University of Western Australia. Grants made under that agreement were to maintain the Centre for a period of three years. In that time the Centre initiated a range of activities which made valuable contributions to the field of rural education. On March 11, 1983, the Minister for Education announced that the State Government would continue its financial assistance for a further period. Subsequently, on 22 August, the Senate of the University of Western Australia resolved that the University's annual grant would be maintained until the end of 1985.

The principal functions of the Centre are to undertake research on major issues and problems in rural education; to publish and disseminate the results of research as widely as possible; and to act as a source of advice to government and private authorities, and local communities. Projects have investigated the educational problems of handicapped children living in small and isolated communities and the application of modern communications technology to distance education. Information about these and other activities has been distributed widely in Australia and elsewhere through a newsletter, *Rural Education Review*. In addition to these major research projects, in the time it has been operating the Centre has sponsored several other investigations. Visiting scholars, one from the University of Alaska and the other from the Ontario Institute for Studies in Education, have researched the education of Aboriginal children and program organization in small rural high schools. Scholarships have been awarded to three research students proceeding to degrees of doctor of philosophy. They are investigating quite separate aspects of rural education, the pre-service education of teachers for rural schools, the work code of rural primary school children, and the coping strategies of parents of handicapped children in rural areas.

Board of Management

The Centre is accountable through a Board of Management jointly to the Education Department and to the University of Western Australia. Since its inception, the Board of Management has consisted of representatives of educational, community and business interests in rural areas from several states of the Commonwealth. Such a membership has allowed diverse national perspectives to advise and shape the Centre's research activities.

In 1983 the members of the Board of Management were:

Dr Robert L. Vickery (Chairman): Director-General of Education, Western Australia

Dr Ian K. Birch: Head, Department of Education, University of Western Australia

Mrs Sue Broad: Wagga Wagga Station, Yalgoo, Western Australia

Mr David P. Fischer: Chairman of Commissioners, Rural & Industries Bank of Western Australia

Mr William L. Hamilton: Deputy Director-General of Education, Queensland

Dr Peter Hill: A/Superintendent (Research), Education Department of Western Australia

Dr David Mossenson: Former Director-General of Education, Western Australia

Mgr James Nestor: Chairman, Catholic Education Commission of Western Australia

Professor Walter R. Stern: Department of Agronomy, University of Western Australia

Dr Peter D. Tannock: Chairman, Commonwealth Schools Commission, Canberra

Mr Rory Treweeke: Federal President, Isolated Children's Parents' Association

Ms Margaret Valadian: Director, Aboriginal Training and Cultural Institute, Balmain, New South Wales

Secretary: Mr Rod Crothers, Superintendent, Office of the Director-General of Education, Western Australia

Two changes in the membership occured in 1983. Mr Max Angus, Assistant Director, Research Branch, Education Department of Western Australia, was awarded an Education Department Study Scholarship to undertake a program for the degree of doctor of philosophy at Stanford University, California. He was replaced on the Board by Dr Peter Hill. The second change was the replacement of the secretary, Mr Ken Evans, by Mr Rod Crothers. Mr Evans was awarded a similar Education Department scholarship and is studying for the degree of doctor of philosophy at the Ontario Institute for Studies in Education.

The Board of Management met three times in 1983. Because it has principal responsibility for the expenditure of the Centre's funds, these matters and the direction of the program of research had primary

importance on the agenda of each meeting. Other management tasks undertaken in 1983 were the preparation of a submission to the Minister for Education and the Vice-Chancellor of the University of Western Australia for the Triennium 1984–1986, and planning for the future of the Centre after 1985.

Staff

DIRECTOR:
Derrick Tomlinson, BA, MEd(WAust)

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Grad Dip SpecialEd (Canberra), AASA

RESEARCH OFFICER:
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RESEARCH ASSISTANT:
Patricia Simpson, BA Hons (WAust)

SECRETARY:
Pauline Edwards

POSTGRADUATE STUDENTS:
Murray Lake, BA, MEd(WAust)
Anne Butorac, BA, DipEd(WAust), MEd(Alberta)

Research in Progress

CORRESPONDENCE SCHOOLS IN AUSTRALIA: PRIORITIES AND POLICIES

This project was formally approved for funding in November 1982 by the Commonwealth Schools Commission under its Projects of National Significance program. It is a pre-development evaluation of alternative strategies for enhancing the education of children enrolled with correspondence schools and schools of the air. It has three phases: an analysis of the population of those schools; a survey of the educational needs of that population; and an evaluation, within the context of the general education system, of possible alternative mixes of learning materials and human and technological resources which might meet those needs.

The Population

Western Australia, Queensland, New South Wales, and the Northern Territory are cooperating in the project. The target populations are all students enrolled in primary correspondence schools and/or schools of the air. Two sets of data about those populations have been collected:

(i) cross-sectional analysis—February 1983
(ii) longitudinal analysis—February-December 1982

From these data will be derived a profile of the current populations by characteristics of age, levels of schooling, types of enrolments, location, and descriptions of monthly trends in enrolments in a single year.

A previous study indicated that many students who enrol with correspondence schools do not remain with them for very long. It found from 1964 to 1976 the median period of enrolment in the Western Australian Primary Correspondence School was two terms. Results of the present study appear to confirm those findings. Preliminary analyses of correspondence school enrolments for the 1983 and by month in 1982 have been completed. They suggest features of primary education which, if confirmed by more detailed treatment, have important implications for the possible use of communications technology. The schools are characterized by:

- marked instability of enrolments in correspondence schools and a contrasting stability within schools of the air; and
- a random geographic distribution of student populations.

While the patterns in each of the three states differ in detail, enrolments in the correspondence schools undergo continual change. In the schools of the air, the pupils are predominantly longer-term enrolments who are permanently resident in geographically isolated regions. Pupils in the correspondence schools, on the other hand, include a large proportion of shorter-term enrolments, many of whom are travelling in Australia or overseas. These pupils transfer between conventional schools and distance education and tend to remain with the latter for less than six months. Because they represent the majority of enrolments, courses offered by the correspondence schools must be directly compatible with those in conventional schools. They also create demand for different types of support services from those needed by geographically isolated pupils. The diversity of needs poses complex challenges for innovative applications of modern communications technology.

Educational Needs

The second phase of the research involves a comprehensive survey by mailed questionnaire to parents and home tutors of all children enrolled in primary correspondence schools and schools of the air in the participating states. A total of 1,756 valid questionnaires was distributed. Seventy per cent of the target population, or 1,233 families, responded. This suggests considerable support for the research among parents of distance education pupils.

The questionnaire has been designed to provide information about the perceived needs of students and home tutors, and the effectiveness of existing services in meeting those needs. In particular, it will provide comprehensive answers to the following questions:

- What support services exist for home tutors and students?
- How available are the support services?
- What is the quality of the communications upon which current support services depend?
- How well do these support services meet the expressed needs of the home tutors and students?
- To what extent are home tutors and students encouraged and enabled to contact their schools for support?
- What does the existence and effectiveness of support services depend upon?

If the evidence indicates a gap between what is viewed as a necessary or desirable level of services and what actually exists, some consideration can then be given to how new strategies might be developed to meet the needs. The third phase of the project will address these problems. The strategies to be developed might mean, in the longer term, a restructuring of distance education.

Handicapped Children in Rural Areas

In recent years concern has been expressed in several quarters that services for disabled and handicapped children in rural areas are not adequate.

A pilot study conducted in the Eastern Goldfields Region is attempting to assess the extent of educational handicap that exists among disabled children who live in rural areas of Western Australia. The Goldfields Region was chosen for the pilot study as it covers a large area geographically; is considered distant from the capital city but accessible with regard to the constraints upon the present research; contains population that is both isolated and rural and is unevenly distributed in the region; and has been declared a disadvantaged area by the Commonwealth Schools Commission.

Four basic questions are addressed:

1. Who are the disabled and educationally handicapped children in the region and where are they located? What is the nature of their disabilities and educational handicap? What are the degrees of severity?
2. What services are available for such children, where are they located, and what strategies are used to service children in the region? How are they coordinated to maximise effectiveness?
3. How many children are there who do not have access to appropriate services and what are the reasons for the lack of access?
4. What additional services are required and how might they be provided? How might existing services be modified or improved to effect satisfactory delivery?

For the purposes of this investigation the term 'educational handicap' was taken to encompass any disabling condition—medical, physical or behavioural—that adversely affects a child's ability to learn. The population studied included school-age (6–18) and pre-school (0–5) children.

Identifying the Handicapped

Identifying the population of disabled children proved to be a complex task. Extensive records of children in their care are maintained by several public agencies—health, education and welfare—but a comprehensive register is not maintained. For reasons of the privacy of the individual and the confidentiality of information, access to public records is restricted. At the same time, the data holdings of the several agencies are not directly compatible. Because different philosophies operate according to the primary functions of the agencies, different terms used and different emphases in the data collected make cross-referencing difficult. Hence, even though most disabled children are known to one or other of the public service agencies, the actual number of disabled children who might be disadvantaged in their education is not easy to determine.

The method adopted in the present study was to gather information from sources within the several communities of the region—school personnel, public health services and regional hospitals, and community agencies. In this way two sets of data were compiled. One, which has drawn heavily upon information provided by medical professionals (community health sisters proved to be invaluable because of their detailed knowledge of families within their communities), emphasises pathological, orthopaedic, sensorial, neurological and other health conditions. The other, and much larger, listing is of children identified by teachers in government and non-government schools. In this group the emphasis is upon educational handicap and it includes children with learning disabilities not identified by health specialists.

At all times in this data-gathering process the identity of the children had to be protected and it was not until parents gave permission to be interviewed that names and addresses were divulged to the researchers.

As far as it is possible to discover within the constraints of the separate recording procedures referred to above, this procedure has identified most of the disabled children in the region. The data records do

not include many profoundly disabled since, in most cases, such children live in hospitals or other extensive care institutions in Perth.

Services in Rural Areas

The indentification of needs has involved three phrases of information processing:

(i) gathering reliable information about the number of children who have disabling conditions that affect their education;
(ii) evaluating systematically the existing services available for such children; and
(iii) indentifying the number of clients for whom special services are not accessible or for whom appropriate services do not exist.

Information necessary for the last two phases of this process has been gathered by interviewing the parents of a representative cross-section of families. One hundred and fifty such case studies have been completed. At the time of writing, the information from those case studies was being processed to identify common unmet needs in the region. Given the range of conditions suffered by the children it is highly likely that no generalizations will be possible. Some commonality among the responses of parents in relation to the problems of isolation and the effects of disability and educational handicap have been identified. The problems will probably be specific in respect to the area in which the family lives and the particular socio-environmental differences that exist for that family and that region.

The outcomes of this pilot study should support the case for the consideration of needs within Western Australia being diverse and also different from those in other states.

The Child as an Isolated Learner

A number of questions may be raised about the likely effectiveness of distance teaching materials developed for children in isolated learning contexts. These questions relate to the assumptions made by these materials about the child's independent learning skills; and about the parent-supervisor's capacity to contribute to the development of those skills. There is a danger that more attention may be given to the purchase of technology for transmission, rather than to the way in which the materials transmitted will be processed by the recipients.

Central to this question of how information will be processed in isolated contexts is the development of the child's skills as an independent learner. A major premise upon which distance teaching proceeds is that the child can, with the guidance of a supervisor and the distance teaching unit, learn to function with a degree of autonomy which is seldom demonstrated by children in regular classrooms. This autonomy includes not only the development of a wide range of reading skills and independent learning strategies, but also the ability to organise and use unstructured time in a manner which is compatible with the availability of parent help, generator power and broadcasting times. It also includes the development of persistence and the capacity to deal with multi-modal presentation of instructional materials by way of print-audio-video mixes. Moreover, as the newer technologies are implemented, increasing demands will be made on isolated learners and their supervisors' capacity to deal with a variety of simulated interactive learning modes.

Although something is known about remote schools, little is known about remote learners and the extent to which they develop these independent learning strategies. It is known that primary distance education depends upon the heavy involvement of parents as supervisors, especially early in the program. It may therefore be assumed that the development of learning skills depends very much upon the quality of parent supervision and upon the incidental or explicit teaching of these strategies through the materials developed by the distance teaching unit. However, these are assumptions akin to those which related to the development of independent learning skills by children in normal classrooms where the matter is left largely to chance.

The proposition here is that prior to the development of distance teaching curricula more needs to be known about children who learn in isolated contexts, and what learning skills are assumed to have been developed at various stages of the primary distance teaching curriculum. If it turns out (as it does in most regular primary classrooms) that the distance teaching of independent learning strategies is *ad hoc*, then it might be argued that:

(i) a sequenced set of skills be developed and spiralled into distance teaching curriculum; such development could be based on an analysis of needs expressed by supervisors and isolated learners, and on an analysis of the demands of the curriculum, and
(ii) that parent-supervisors be given guidance on how to facilitate the development of these skills.

These propositions are being tested in a study approved for funding by the Advisory Committee on Educational Uses of Communications Technology. The Commonwealth Government and education departments in Western Australia, Queensland and the Northern Territory have provided financial assistance. The questions being addressed are:

(i) What problems do primary age children experience as isolated learners in distance teaching contexts? (e.g. physical characteristics of the

learning environment, availability of supervision, management of time, interpretation of instructions, maintaining continuity and motivation, dealing with multi-modal teaching-learning systems.)

(ii) What learning skills should be incorporated as a sequenced aspect of the primary distance teaching curriculum?

(iii) Which of these learning skills should be taught explicitly or taught incidentally?

(iv) How can parents and/or supervisors best participate in and contribute to the development of independent learning skills?

Methodololgy

Children enrolled with schools of the air are, in geographic terms at least, the most isolated students in Australia. They stand to gain most from the application to distance education of communications technology transmitted through the national communications satellite system, AUSSAT. Therefore, these students will be the subjects of this investigation. A sample will be drawn from four schools of the air, Meekatharra, Kalgoorlie, Katherine and Charleville.

The project will be completed at the end of 1984. At the time this report was prepared detailed planning for the implementation of the research was in hand. A steering committee for the project has been appointed. It comprises Dr F. Coulter (Head of School of Education, Canberra CAE), Dr Norm Bowman (Assistant Director, Research and Planning, Northern Territory Department of Education), Dr Ted Hobbs (Research Branch, Queensland Department of Education), Mr Brian Gaines (Superintendent of Distance Education, Education Department of Western Australia), and Mrs Mary Walsh (Mileura Station, via Cue, Western Australia).

The methodology will include diary records and on-site observations with structured and unstructured interviews which will permit a thorough assessment of contextual features associated with distance teaching and learning. Information sought in interviews, observation and diary records will include:

(i) the characteristics of distance teaching materials which students and their supervisors find helpful/unhelpful; identification of characteristics which should be included in distance curriculum materials;

(ii) study patterns (time distribution) of isolated learners (especially through the structured diary records);

(iii) learning strategies which isolated children employ which should be acknowledged in distance teaching materials;

(iv) teaching strategies used by parents/supervisors in relation to the various distance teaching modes: print, radio, video;

(v) problems parents/supervisors predict in relation to satellite programming.

This information will provide a basis for future curriculum development related to distance education including its satellite communications aspects.

Karratha Action Research Project

Evaluation for the Department of Immigration and Ethnic Affairs

A community-based study of the English needs of adult migrants living in the Nickol Bay sub-region conducted by the National Centre for Research on Rural Education in 1981 demonstrated the need for a comprehensive educational program. At the time of that survey there were no English classes for migrants in Wickham; in Dampier there was one class attended by a maximum of six students; and Karratha College ran an advanced class which had a regular attendance of four. In April 1983 the Department of Immigration and Ethnic Affairs contracted with Karratha College for an action research project which, while providing English language learning opportunities to meet the needs expressed in the original survey, would also provide evaluation and feedback about needs for continuing adult migrant education.

The Department of Immigration and Ethnic Affairs commissioned the Centre to evaluate the action research project after it had been operating for at least six months. That evaluation addressed the following questions:

(i) Are the general purposes of adult migrant education being met by the different learning arrangements?

(ii) Are the learning arrangements suitable for the circumstances of the Karratha region, in particular flexibility of class times, differential entry and exit of students, access, and the isolation of women?

(iii) Are the English language needs of individual persons being met?

Data were gathered in the second half of October, 1983. Two sets of information were considered. Formal data about classes, students and teaching were obtained from the College records. The perceptions of current and past students about the suitability of the classes were gathered from interviews. The proposal for the evaluation anticipated some assessment of student performance using pre-test/post-test techniques. This was not practical and student progress was assessed by observing retention and transfer between classes. Comprehensive records maintained at the College provided adequate indicators for such assessment.

Fifty-four adult migrants were interviewed. Of these, half were currently attending classes, a quarter

had attended previously but had dropped out, and the remainder were people interviewed in the 1981 Karratha Study who then expressed interest in learning English but had not taken advantage of the classes available in 1983.

The report of the evaluation was submitted in January, 1984. In general terms, the initiatives to establish an adult migrant education program in the Nickol Bay region were judged successful, although the report did highlight some aspects sof the objectives of the Department of Immigration and Ethnic Affairs which were not being met. Among the recommendations entertained in the report were suggestions for a triennial agreement for financial assistance to maintain the program; the establishment of industry-based classes at the major work sites in the region; the investigation of self-directed learning activities integrated with the conventional learning arrangements; and for consultation and cooperation between the adult migrant education program and child migrant services maintained in schools in the region.

Postgraduate Students

Mr Murray Lake
NCRRE Scholarship for PhD studies
awarded with effect from January 1981

Topic: 'Pre-service education of Teachers for Rural Schools'

The study has been concerned with adequacy of pre-service teacher education programs as perceived by beginning primary teachers appointed to schools in small rural communities in Western Australia. For the purposes of the study a small rural community was defined as one with a population of less than 1,000 persons. Data were gained from questionnaires sent to all full-time beginning primary teachers in communities as defined and from subsequent interviews with a sample of them. The draft report of this study has been completed and it is anticipated that submission will be made in mid-1984.

The results indicate that beginning teachers receive little or no preparation directly or indirectly related to the needs of a rural appointment. This is so despite the fact that the majority of graduates are appointed to rural schools as their first teaching assignment or are transferred to such schools early in their careers. Teacher education institutions appear to be reluctant to redress this situation.

A common assumption is that pre-service experiences are adaptable to any teaching situation. This is difficult to sustain. The evidence from beginning teachers indicates that institutions have failed to demonstrate the applicability to the rural situation. Course offerings reflect an urban model of teaching that is inappropriate to the professional and social nature of a rural appointment.

The major professional concern of beginning teachers is how to cope with multi-grade classes. The majority have received no instruction in the planning for or management of such a group. Similarly, the majority of teachers have not experienced such a class in the practice teaching component of their course. The potential benefits of voluntary rural practice teaching were dissipated when, as is most commonly the case, students were placed in large rural centres that both professionally and socially bear a greater resemblance to an urban school than to their current situation.

The social rather than the professional aspects of the job are of more lasting concern to teachers. This, in part, stems from the negative assessment with which most approach a rural appointment. The clear message transmitted to students both overtly and covertly is that rural teaching is undesirable yet must be endured for a limited period.

While it is evident that there are some difficult rural situations, the benefits recorded by beginning teachers are substantial. The majority of respondents strongly agreed that there are close and supportive ties between the rural school and its community. The evidence suggests that many beginning teachers are poorly placed to exploit the latent advantages of a rural appointment. To do so requires a change in perception and the development of appropriate skills.

Ms Anne Butorac
NCRRE scholarship for PhD studies
awarded with effect from March 1982

Topic: 'The Work Code of Primary School Children in a Rural Area'

This study has involved an extended period of on-site field work—fifteen months—in the Harvey region. Apart from occasional visits back to the field, the major part of the ethnographic data gathering has been completed.

The material that has been collected is substantial and will provide a rich data base of the analysis of children's work code. Six government primary schools were involved in the study (Yarloop, Harvey, Roelands, Binger, Burekup and Brunswick Junction) and the principals and staffs offered every possible assistance. The primary informants in the study were all the final year students in these schools (total 117). A variety of approaches was used to gather information including individual talks, group discussions, written questionnaires, work geneologies, as well as casual observation. In addition, ethnographic interviews were conducted with a sample of parents.

The material from the early stages of the fieldwork has undergone a first level analysis. The immediate task now is to complete the transcription of the most recent tapes and to conduct a primary analysis of all data. The nature of the ethnographic approach used in this study demands an intimate knowledge of a comprehensive data base.

MRS JOCELYN BARRIE
NCRRE scholarship for PhD studies
awarded with effect from January 1984

Topic: 'The Coping Strategies of Parents of Handicapped Children in Rural Areas'

This study will identify those factors existing in the dynamics of the family unit, especially those present in the personality, attitudes, behaviour and management skills of parents, that enable them to cope with the trauma of the presence of a handicapped child in the family. For families in rural areas there are particular difficulties with obtaining access to the appropriate services for support and maximal accommodation of the handicap. The study will make a particular contribution to the research into the minority group of rural handicapped children and their families. It considers the family as a critical component for the development of the handicapped child and the means whereby optimum use of appropriate available services can be made.

It will combine two methodological approaches to educational research. The first uses a traditional survey method to provide a sound data base for the study. The second involves interpretative social research methods in an attempt to relate theory to practice. Special Education in particular has been dominated by medical and psychological perspectives and there have been few sociological interventions. The ethnographic interview allows the direct illustration of certain situations and seems particularly appropriate for the present study. The method has been criticised for its lack of objectivity but, as Kellman (1970) points out, 'We must recognise that social research, particularly on significant social issues, cannot be value-free, nor is there any reason why it should be' (p. 94). It is hoped that this study will lend support to that overseas research exploring the sociological aspects of special education.

National Workshop on Distance Education

The National Workshop on Distance Education held in Perth on 13–15 July 1983 was sponsored by the Distance Education Centre of the Education Department of Western Australia and the National Centre for Research on Rural Education.

The workshop had as its theme 'Coping with Curriculum'. Representatives of Education Departments in all States and the Northern Territory, the Commonwealth Department of Education and Youth Affairs, the Commonwealth Schools Commission, Telecom, Aussat Pty Ltd, Department of Communications and interested parents from throughout Australia participated.

The program was divided into three sessions which considered topics relating to the production and use of curriculum materials, human and technological systems for their delivery, and means of revitalizing distance education.

Workshops conducted over the three days considered many aspects of distance education including the organization and administration of distance education, curriculum development, teacher recruitment and training, support services to students and home tutors, and the educational uses of communications technology.

Robert Vickery

Robert L. Vickery
Chairman,
Board of Management

Perth
August 1984

Publications

Coping with Curriculum: Papers and proceedings of the National Workshop on Distance Education held in Perth, July 13–15, 1983, jointly sponsored by the Distance Education Centre, Education Department of Western Australia and the National Centre for Research on Rural Education.

This report contains the papers presented, a summary of the daily workshop proceedings, and the recommendations of the workshop. It is in three parts corresponding with topics considered on each of three days. Producing and Using Curriculum Materials; Delivering Curriculum Materials; and Revitalising Distance Education.

Three of the papers contained in this report were regarded so highly by participants in the workshop that they wre published separately as a leaflet under the title Views From the Bush. The papers were:

'Home Tutors' Difficulties in Coping with Curriculum', Jan Gall, 'Eastwood', Blackall, Queensiand.

'The Teaching Mother', Joanne Hamilton, Nallan Station, Cue, Western Australia.
'The Itinerant Teacher', Fred Hockley, Principal, Alice Springs School of the Air.

A limited print run of that leaflet was distributed widely among teachers in distance education centres, correspondence schools and schools of the air in Australia and New Zealand. The papers were subsequently reprinted with permission in the Journal of the Isolated Children's Parents' Association *Pedals* (No. 10, October 1983).

Rural Education Review, Vol. 1 No. 1, Autumn 1983; Vol. 1 No. 2, Spring 1983.

This newsletter is designed to disseminate information about current research and development in the field of rural education. The two issues produced in 1983 were distributed among schools, education centres, tertiary education institutions and libraries in Australia. A small number was sent to selected individuals and agencies overseas, particularly in the United States and Canada. It is not a referee journal but individuals and organizations have submitted reports, articles and abstracts of research findings for publication.

Financial Report

NATIONAL CENTRE FOR RESEARCH ON RURAL EDUCATION

INCOME FOR PERIOD JANUARY 1983–DECEMBER 1983

	$	$
Appropriations		
University of Western Australia	127,066.00	
Education Department of Western Australia	62,625.00	
		189,691.00
Income from other sources		
Book sales, consulting		2,168.00
Balance carried forward from 1982		53,029.00
		$244,888.00

EXPENDITURE FOR THE YEAR ENDED DECEMBER 31, 1983

ITEM		EXPENDED	BUDGETED	BALANCE
	$	$	$	$
Salaries				
Academic	53,560.98			
Research Assistant	17,489.09			
Clerical	15,489.87			
Superannuation	3,819.64			
Payroll Tax	4,347.59			
Leave Loading	1,324.91			
ELA	387.53			
		96,419.61	95,851.00	– 568.61
Other				
Maintenance		4,576.57	4,500.00	– 76.57
Staff Travel		1,954.60	3,000.00	1,045.40
Equipment		877.73	1,500.00	622.27
Visiting Fellows		—	4,000.00	4,000.00
Board of Management		6,775.60	12,000.00	5,224.40
Publications		8,610.60	10,000.00	1,389.40
Research				
Current	26,879.39			
Development	1,293.82			
		28,173.21	48,800.00	20,626.79
Workshop		5,000.00	5,000.00	—
Computing		2,000.00	2,000.00	—
Contingency		2,658.89	22,237.00	19,578.11
PhD Scholarships				
Grants + Expenses		20,806.73	28,000.00	7,193.27
Staff Recruitment		—	8,000.00	8,000.00
TOTALS		177,853.54	244,888.00	67,034.46